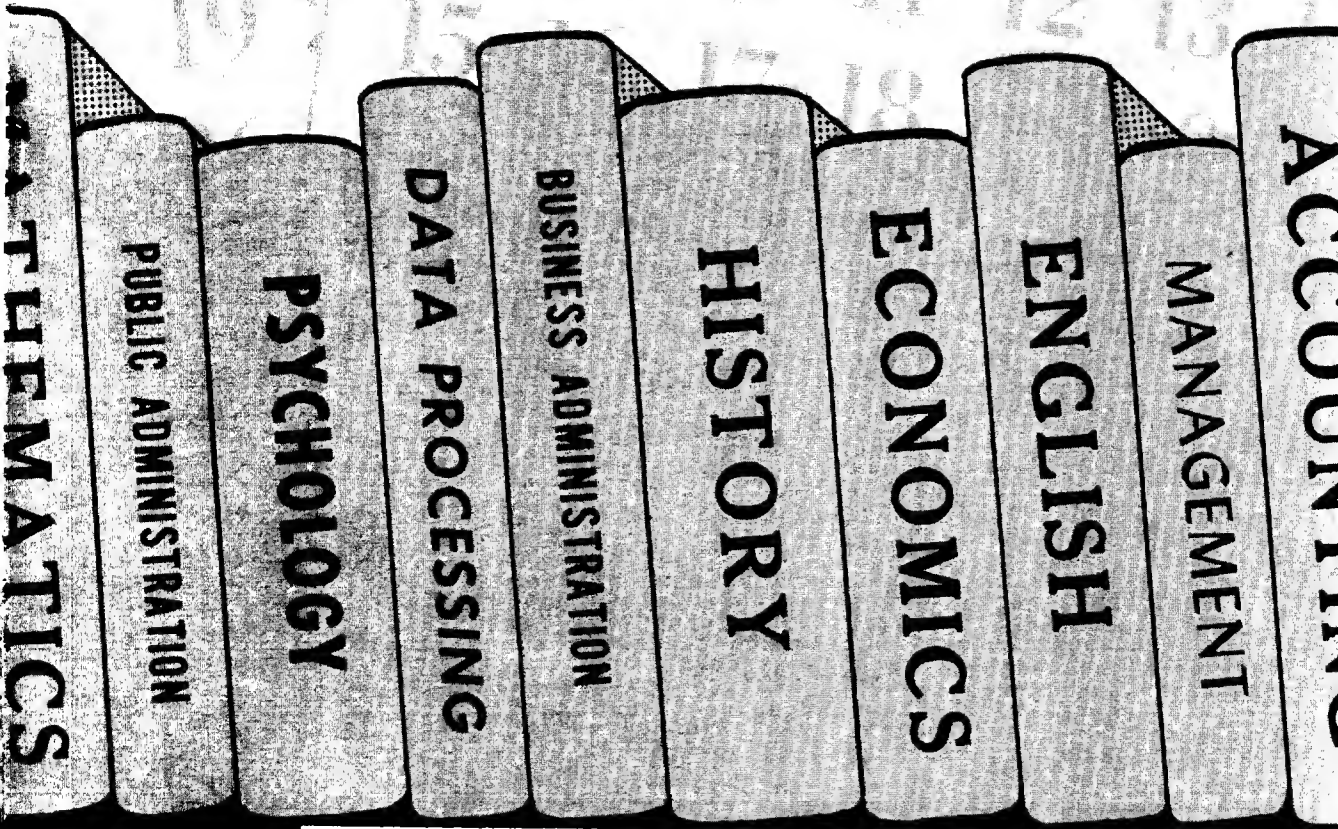


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OTR BULLETIN

AUGUST - SEPTEMBER 1968

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OFFICE OF TRAINING

DIRECTOR OF TRAINING
DEPUTY DIRECTOR OF TRAINING

PLANS AND MANAGEMENT

REGISTRAR STAFF

CAREER TRAINING
PROGRAM STAFF

PLANS AND
POLICY STAFF

SUPPORT

INTERNATIONAL
COMMUNISM
SCHOOL

OPERATIONS
SCHOOL

SUPPORT
SCHOOL

INTELLIGENCE
SCHOOL

LANGUAGE
SCHOOL

SECRET

25X1A

OTR BULLETIN

Purpose

The purpose of the Office of Training Bulletin is:

(a) To provide Training Officers, Supervisors, Managerial personnel and others with information on training opportunities within and outside the Agency.

(b) To publish special articles dealing with education and training policy, philosophy, methods and techniques, and with training-related subjects of particular interest.

(c) To provide specific procedural and organizational information for Training Officers and Assistants.

(d) To promote interest in education and training as an aid in achieving Agency goals.

Recommendations for improving this service may be directed in writing to the Registrar, OTR, 1000 North Glebe Road, or by telephone

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IN THIS ISSUE:

Course descriptions and registration data on the CIA Off-Campus Program are shown beginning on page 12.

See when to register for fall classes at local universities, page 17.

Those seeking assistance in financing a college education will find some hints on page 9.

The Management Training Faculty discusses Current Trends in Management, page 20.

An analysis of the Civil Service Commission Training Statistics FY 67 shows that CIA is among the leaders in training accomplishments. Page 37.

An article on Learning and the Computer describes some advances in CAI, page 26.

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BULLETIN BOARD

DESCRIPTIONS OF OTR COURSES	Starting with this issue of the <u>OTR Bulletin</u> , the Office of Training plans to discontinue publishing the OTR Course descriptions in each issue. Instead, these descriptions will be carried periodically only. For the latest information on the OTR Courses, please refer to the June-July 1968 issue of the <u>OTR Bulletin</u> .
NON-AGENCY TRAINING	An expanded explanation of application procedures for Non-Agency Training can be found in the June-July 1968 issue of the <u>OTR Bulletin</u> .
PAI FILM	The Office of Training has recently purchased a film, "Programming is a Process: An Introduction to Instructional Technology," by Susan M. Markle and Philip W. Tiemann of the University of Illinois at Chicago. The 32-minute film introduces viewers to the basic process of instructional technology -- programming an instructional sequence for maximum student learning. It is available now for viewing by anyone interested in the subject of programmed instruction and educational technology. To schedule a time to use or to see the film, please call the Registrar Staff,
LANGUAGE TRAINING	Detailed explanations of the procedures for preparing requests for internal language training were published in both the March-April and June-July 1968 issues of the <u>OTR Bulletin</u> . Component Training Officers have copies of those Bulletins and can offer assistance in preparing the necessary forms.

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CLERICAL
TRAINING
AND
TESTING

COURSES

OTR's refresher courses in typewriting and shorthand will be given:

9 September - 4 October
14 October - 8 November
18 November - 13 December

Before taking either course, or both, an employee is required to take a preliminary test or tests given by the Clerical Training Faculty (CTF). The results are used to determine the level of the course the employee should take. These tests are given on Wednesday, typewriting at 9:30 a.m. and shorthand at 10:30 a.m. Dates for the preliminary tests in the above courses are:

4 September
9 October
13 November

Submission of a Form 73 to AIB/RS for refresher training is all that is required to initiate testing. Training Officers are notified directly by CTF as to time and place to report.

QUALIFICATION TESTS

The CTF gives the Agency's tests in typewriting and shorthand to employees who want to qualify as typists and stenographers. Training Officers or Personnel Officers must arrange registration directly with CTF, before 5 p.m. the Thursday immediately preceding the desired Monday testing. Qualification tests in both typewriting and shorthand are given on the same morning, typewriting at 9 a.m. and shorthand at 10:30 a.m. CTF notifies Training Officers or Personnel Officers of the results of the tests.

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Tests will be given on: 12 August, 3 September,
16 September, 7 October,
21 October, 12 November,
2 December, 16 December

Applicants report to Room 416, Ames Building.

LANGUAGE
PROFICIENCY
TESTING

Language proficiency tests are conducted by the OTR Language School to maintain a current inventory of the Agency's language capabilities. The following schedule is for the use of employees who have an untested claim still on the record, and for those whose previously tested proficiency is over three years old, in accordance with the Agency's Language Policy [REDACTED]

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[REDACTED]

25X1A

Training Officers should arrange tests for employees by contacting the Language School, [REDACTED]

25X1

Tests at Headquarters may be scheduled on the following dates:

French: August 6, 9, 13, 16, 20, 23, 27, 30
September 6, 10, 13, 17, 20, 24, 27

German: August 7, 9, 14, 16
September 4, 6, 11, 13, 18, 20, 25, 27

Spanish: August 6, 13, 20, 27
September 10, 17, 24

Spanish tests are offered on a space-available basis at Arlington Towers on the following dates:

August 8, 15, 22, 29
September 5, 12, 19, 26

Tests in all other languages are by arrangement.

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OTR CALENDAR

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

25X1A

Administrative Procedures	5 - 9 Aug
	26 - 30 Aug
Challenge of Worldwide Communism	12 - 30 Aug
Intelligence Techniques	12 - 30 Aug

25X1C

Supervision	5 - 9 Aug
Vietnam Area	5 - 9 Aug

Vietnam Station Orientation	13 - 15 Aug
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SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

	Administrative Procedures	16 - 20 Sept
	Advanced Management (Planning)	22 - 27 Sept
	China Familiarization	9 - 13 Sept
25X1	[REDACTED]	16 - 20 Sept
	Clerical Refresher	9 Sept - 4 Oct
	Counterintelligence Operations	3 - 13 Sept
25X1	[REDACTED]	29 Sept - 2 Oct
		30 Sept - 11 Oct
	CS Desk Orientation (for CTs)	3 Sept
	CS Records I (for CTs)	4 Sept
	CS Records II (for CTs)	5 - 12 Sept
	Effective Speaking (For NPIC)	4 Sept - 6 Nov
	Field Finance and Logistics	9 - 27 Sept
	Geography of Communist China	16 Sept - 4 Oct
	Information Reporting, Reports & Requirements	9 - 27 Sept
	Introduction to Intelligence	3 - 13 Sept
		30 Sept - 11 Oct
	Management	9 - 13 Sept
	Managerial Grid	15 - 20 Sept
	Operations, Phase II	3 Sept - 1 Nov
	Operations Familiarization	3 - 27 Sept
	Operations Support	30 Sept - 18 Oct
	Orientation for Overseas	3 - 4 Sept
	Soviet Bloc Operations	16 - 27 Sept
	Support Services Review: Trends & Highlights	10 - 13 Sept
	Vietnam Area	9 - 13 Sept
25X1C	[REDACTED]	
	Vietnam Station Orientation	17 - 19 Sept
	Writing Workshop (Basic)	3 - 26 Sept
	Writing Workshop (Intermediate)	4 - 25 Sept
	Introduction to Communism	16 - 27 Sept

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OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Administrative Procedures	7 - 11 Oct, 28 Oct - 1 Nov
ADP Orientation	1 - 3 Oct
Basic Country Survey: USSR	28 Oct - 8 Nov
Chiefs of Station Seminar	7 - 18 Oct
China Familiarization	28 Oct - 1 Nov
Clerical Refresher	14 Oct - 8 Nov
Counterintelligence Familiarization	7 - 16 Oct
CS Records I	21 - 25 Oct
CS Records II	28 Oct - 1 Nov
Information Reports Familiarization	7 - 11 Oct, 21 - 25 Oct
Intelligence Briefing	8 - 31 Oct
Intelligence Production	7 Oct - 6 Dec
Introduction to Communism	14 - 25 Oct
Introduction to Map Reading & Imagery Analysis	28 Oct - 15 Nov
Midcareer Executive Development	13 Oct - 22 Nov
Operations, Phase I	7 Oct - 17 Jan 69
Orientation for Overseas	1 - 2 Oct

25X1C

Senior Management Seminar (Planning)	20 - 25 Oct
Supervision	28 Oct - 1 Nov
Support Services (for CTs)	7 Oct - 15 Nov
Support Services Review: Trends & Highlights	15 - 18 Oct
Systems Development Process (Brandon)	15 - 17 Oct
Vietnam Area	14 - 18 Oct

25X1C

Vietnam Station Orientation	22 - 24 Oct
Writing Workshop (Basic) (for NPIC)	7 - 25 Oct

NOVEMBER

S	M	T	W	T	F	S
					1	2
	3	4	5	6	7	8 9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Administrative Procedures	25 - 29 Nov
ADP Orientation	12 - 14 Nov
Challenge of Worldwide Communism	18 Nov - 6 Dec
Clerical Refresher	18 Nov - 13 Dec
Counterintelligence Operations	25 Nov - 6 Dec
CS Desk Orientation (for CTs)	18 Nov
CS Records I (for CTs)	19 Nov
CS Records II (for CTs)	20 - 27 Nov
CS Records III	4 - 5 Nov
CS Review	4 - 15 Nov
Field Finance and Logistics	18 Nov - 6 Dec
Information Reporting, Reports, & Requirements	4 - 22 Nov
Intelligence Techniques	18 Nov - 6 Dec
Introduction to Intelligence	18 - 29 Nov
Managerial Grid	17 - 22 Nov
<div></div>	
Orientation to Intelligence (for CTs)	4 - 15 Nov
Orientation for Overseas	5 - 6 Nov
	26 - 27 Nov
Soviet Bloc Operations	12 - 22 Nov
Conference Techniques (For NPIC)	13 Nov - 5 Feb 69

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DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Administrative Procedures	16 - 20 Dec
ADP Orientation	17 - 19 Dec
Advanced Management (Planning)	8 - 13 Dec
Challenge of Worldwide Communism	9 Dec - 3 Jan 69
Counterintelligence Familiarization	9 - 18 Dec

CS Records I	2 - 6 Dec
CS Records II	9 - 13 Dec
CS Records III	16 - 17 Dec
Information Reports Familiarization	2 - 6 Dec
	9 - 13 Dec
Intelligence Review	2 - 13 Dec
Intelligence Techniques	9 Dec - 3 Jan 69
Management	2 - 6 Dec
Operations Support	2 - 20 Dec
Support Services Review: Trends & Highlights	3 - 6 Dec
Systems Development Process (Brandon)	10 - 12 Dec
Vietnam Area	2 - 6 Dec

Vietnam Station Orientation	10 - 12 Dec
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25X1A

25X1A

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COLLEGE EDUCATION FINANCING

Financing a college education is a burden. Even for those in the middle income (or upper-middle income) category this load can appear overwhelming. With family planning, cooperation, and research the problem can be managed. In this article the Office of Training presents some guides to help parents of college bound children assess their financial situation realistically and suggests various sources of financial assistance, indicating procedures for seeking this aid.

SOURCES OF FUNDS

In general the parents are still the principal source of funds for higher education. Colleges anticipate that, on the average, families will use savings and portions of current income to meet about half of the annual expenses.

The student is expected to contribute about one quarter of the college costs from savings and earnings. His willingness to assume some responsibility to pay part of these expenses is given favorable consideration if he is applying for a scholarship or other type of aid.

SCHOLARSHIPS AND AWARDS

To meet the rapidly rising costs of higher education, students and parents in many cases find it imperative to seek financial assistance from outside sources. One such possibility is a scholarship, or grant, by the college to the student based on scholastic achievement and need as shown on, or in conjunction with, the application for admission to the college. Another possibility is a part-time job created and funded by the college.

LOANS AND WORK-STUDY PROGRAMS

In addition to dispensing scholarships and campus jobs, many colleges participate in two federally-supported financial aid programs:

the National Defense Student Loan Program and the Work-Study Program. Although the U.S. Government provides or guarantees the bulk of the funds, the college has the responsibility of administering the programs and choosing the recipients.

To assist them in making their choices and determining the amount and type of financial assistance, many colleges subscribe to the College Scholarship Service (CSS) which analyzes the Parents Confidential Statement and estimates the amount the family can contribute toward annual college expenses. It is recommended that parents obtain a Parents Confidential Statement from their child's high school soon after the start of the Senior year and submit the completed form to CSS by the date specified in the instructions.

LENDING INSTITUTIONS

Even in those cases where a student has been granted some financial assistance and, particularly where none has been granted, other money is frequently needed. Lending institutions have established education loan funds with various conditions of eligibility, rates of interest, and repayment terms. One of the more attractive funds is the Federally supported Guaranteed Loan Program with its very favorable interest rate and extended repayment features. However, since participating banks are limited, and usually reserve these funds for their own depositors, parents are urged to initially inquire of their own banks for this kind of loan. Some banks, although not participants in the Guaranteed Loan Program, have conventional education loans with low interest rates and long-term repayment plans.

AGENCY SOURCES

Borrowing from the Credit Union offers certain advantages. The Northwest Federal Credit Union recently liberalized the terms for educational loans to members.

The Educational Aid Fund (EAF) awards scholarships to dependents of present employees and former employees. The EAF scholarships are granted on the basis of financial need and academic achievement. The numbers and amounts of the grants depend on the funds available. Application is made directly to the EAF early in the calendar year. Further information can be obtained from the Office of the Executive Secretary, EAF,

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The Clandestine Services offers a limited number of full and part tuition scholarships to the Massachusetts Institute of Technology. Preference is given to dependents of Clandestine Services career personnel. Details on the conditions attendant to qualifying for this scholarship can be obtained from the Office of the Chief, Technical Services Division, [REDACTED]

25X1

MISCELLANEOUS

Alumni groups, church groups, corporation or business establishments, local PTA's Veterans' organizations, labor unions, or service clubs often have money for scholarships or to lend at, usually, low interest rates. Some family affiliation or identification with the group is normally required.

Many states and local governments have limited scholarship and loan programs. Information on these sources can be obtained from the Guidance Office of the child's high school.

We present this resume at this time so that families will have ample time to plan and to take the necessary measures to meet the financial problems for the 1969-1970 academic year. Employees who would like more detailed information on any of the aid programs mentioned are invited to call the Admissions and Information Branch, Registrar Staff, Office of Training, [REDACTED]

25X1

OFF-CAMPUS PROGRAM

1968-1969 FALL SEMESTER

Off-Campus Programs on Agency premises during the 1968 - 1969 Academic Year again will be conducted by the Office of Training through arrangements with George Washington University and American University. The programs enable Agency employees to further their professional capability by taking courses, undergraduate or graduate, at reduced rates and under convenient conditions. These programs also provide an opportunity for components to meet extensive requirements for particular categories of training.

Each three credit-hour course will cost \$132. All classes will start during the week of 23 September and will continue for 15 weekly sessions. Only overt employees may participate. A person may enroll on his own or, if the course is approved as job-related or developmental, under Agency sponsorship. All instructors are Agency employees accredited by the universities. A majority of the courses will be conducted in the Headquarters Building.

Registration for the fall term will be in the Auditorium at Headquarters on Tuesday, 6 August, from 10 a.m. to 3 p.m. A representative from George Washington University will be present to answer questions. American University will provide counseling on request. Further information on the courses or the Off-Campus Programs in general may be obtained by calling [] of the OTR Registrar's office, []

It is expected that the following courses will be offered on the days indicated. All elements of the program including the days listed, are tentative, however.

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GEORGE WASHINGTON UNIVERSITY

Accounting

- 1 Introductory Accounting
Basic principles underlying accounting records, preparation of the work sheet and financial statements, accounting for single proprietorships and partnerships. Monday.
- 215 Survey of Managerial Accounting
Nature, preparation, analysis, and interpretation of accounting reports; cost accounting; business budgeting, and internal accounting controls and their use in the management process. Prerequisites: Accounting 1 or 2 or 115 or permission. Monday.

Business Administration

- 102 Fundamentals of Management
Planning, organizing, directing, coordinating, and controlling activities of the administrative unit; evolution of management thinking. Wednesday.

Business and Public Administration

- 207 Human Behavior in Organizations
Individual group, intergroup, and other human behavior and development; application of social science research to administration. Practical applications emphasized. Wednesday.

Economics

- 1 Principles of Economics
Survey of the major economic principles, institutions, and problems in contemporary life (These two semesters are prerequisites for all other economics courses). Thursday.
- 251 Theories and Problems of Economic Growth
Special attention to the underdeveloped countries. Thursday.

English

- 1 English Composition
Analysis and practice of expository techniques with emphasis on unity, development and organization. Monday.
- 11 The Writing of Reports
Theory and practice in the writing of technical reports. Prerequisites: English 1 & 2. Tuesday.

History

- 71 Civilization of the United States
Political, social, economic and cultural forces of the United States in their world setting from 1492 - 1865. Monday.
- 145 History of Russia
Rise and revolution of Russia.
First semester: Old Regime, 869 - 1900. Tuesday.

Mathematics

- 23 Calculus III
Vector concepts, improper integrals, polar coordinates, infinite series, and solid geometry. Prerequisite: Math 22 (Calculus II) Tuesday.
- 171 Vector Analysis
Vector algebra, differentiation vectors, vector integral calculus, applications to dynamics and differential geometry. Prerequisite: At least Calculus IV. Monday.

Political Science

- 5 Introduction to Political Science
Structure, powers, and processes of the American political system: Congress, the President, and the Supreme Court; elections, political parties, and pressure groups; state and local governments. Thursday.
- 212 Seminar - Comparative Government and Politics
Selected topics in comparative political institutions and politics. Each semester is devoted to a selected country or significant institutional or policy problem. Attention is directed to questions of method. Friday.

Psychology

- 1 General Psychology
Fundamental principles underlying human behavior.
Monday.
- 22 Introduction to Educational Psychology
Consideration of individual and group differences,
adjustments, and the psychology of learning in relation
to education and training. Friday.

Public Administration

- 252 Problems in Planning, Programming and Budgeting
Intensive analysis of developments in federal planning,
programming, and budgeting, application of new tools
in the decision-making process, evaluation of the systems.
Friday.

AMERICAN UNIVERSITY

Economics

- 19.305 Introduction to Quantitative Economics
Selected topics from analytical geometry, calculus, linear
algebra statistics, and their application to problems in
economic research and analysis. Prerequisites: 41.100
and 19.101 (Introduction to Economics) Thursday.
- 19.703 Price Analysis I: Price and Production
The theory of demand. The theory of production and
distribution. The theory of supply. Prerequisite:
19.300 (Intermediate Economic Analysis) Tuesday.

Mathematics

- 41.100 Survey of Mathematics I
Linear equations and relations, sets, compound state-
ments, counting; probability, and functions, with
applications in the social and management sciences.
Prerequisite: Two years of high school mathematics.
Wednesday.
- 41.110 Fundamentals of Mathematics
Mathematical logic; number of systems; polynomials;
algebraic fractions; exponents and radicals; sets;
equations; inequalities; matrices and determinants;
functions and relations; algebraic functions. Prerequisites:
Three years high school mathematics or 41.100. Thursday.

69.400 Managerial Statistics

Survey of first-year basic and business statistics.

Prerequisite: 41.100 or graduate status. Tuesday.

Automatic Data Processing

55.410 Introduction to Data Processing

An introduction to the problems, principles, and methods of data processing. The course will generally survey types of data processing instruments, methods, systems, and the types and potentials of their applicational use. Tuesday.

55.530 Automatic Data Processing Systems

Survey of the systems aspect of ADP. Emphasis is placed on the computer organization and equipment operation, the concept of programming, data processing equipment, information and data systems, systems analysis, equipment acquisition and utilization, and data communications systems. Prerequisite: 55.410 or equivalent experience. Tuesday.

55.411 Introduction to Management Mathematics

For those students whose undergraduate mathematics preparation does not include advanced algebra. This course will cover mathematical logic, elementary point set theory, finite probability, Markov chains, vectors and matrices and matrix games. Prerequisite: 41.101. Thursday.

55.511 The Systems Approach

Introduction to the systems analysis approach to the study and design of managerial and operational organization and process. This course is fundamental for anyone who expects to be responsibly concerned with the managerial, operational, or control organizations and processes of business or government. Wednesday.

55.560 Systems Design for Business Operations

The mechanization and automation of office operations. A practical course in the capabilities, applications, and design and use of systems for handling administrative data, cases, and processes. Prerequisite: 55.530. Wednesday.

1968 - 1969 FALL SESSION SCHEDULES
WASHINGTON AREA UNIVERSITIES

Note to Training Officers: External Training Branch, OTR, must have requests for Agency sponsorship of employees (Form 136) in courses at the following universities a minimum of three weeks prior to registration. Retroactive approval, by regulation, is not allowed.

AMERICAN UNIVERSITY

12 - 14 September 1968: Registration
18 September 1968: Classes Begin
25 January 1969: Classes End

CATHOLIC UNIVERSITY

16 - 17 September 1968: Registration
18 September 1968: Classes Begin (Undergraduate)
23 September 1968: Classes Begin (Graduate)
28 January 1969: Classes End

DUNBARTON COLLEGE

3 and 4 September 1968: Registration
5 September 1968: Classes Begin
17 January 1969: Classes End

DISTRICT OF COLUMBIA TEACHERS COLLEGE

3 September 1968: Registration
6 September 1968: Classes Begin
24 January 1969: Classes End

DEPARTMENT OF AGRICULTURE GRADUATE SCHOOL

7 - 14 September 1968: Registration
Week of 16 September 1968: Classes Begin
Week of 10 January 1969: Classes End

GALLAUDET COLLEGE

22 - 24 August 1968: Registration
26 August 1968: Classes Begin
19 December 1968: Classes End

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GEORGE WASHINGTON UNIVERSITY

17 and 18 September 1968: Registration
19 September 1968: Classes Begin
25 January 1969: Classes End

GEORGETOWN UNIVERSITY

16 - 17 September 1968: Registration
18 September 1968: Classes Begin
30 January 1969: Classes End

HOWARD UNIVERSITY

12 September 1968: Registration
13 September 1968: Classes Begin
23 January 1969: Classes End

MONTGOMERY JUNIOR COLLEGE

6, 7, 9 September 1968: Registration
12 September 1968: Classes Begin
22 January 1969: Classes End

PRINCE GEORGES COMMUNITY COLLEGE

9 - 11 September 1968: Registration
16 September 1968: Classes Begin
17 January 1969: Classes End

UNIVERSITY OF MARYLAND

9 - 13 September 1968: Registration
16 September 1968: Classes Begin
15 January 1969: Classes End

UNIVERSITY OF VIRGINIA, NORTHERN VIRGINIA CENTER

28 August - 18 September 1968: Registration
23 September 1968: Classes Begin
10 January 1969: Classes End

NORTHERN VIRGINIA COMMUNITY COLLEGE

26 - 27 September 1968: Registration
30 September 1968: Classes Begin
14 December 1968: Classes End

GEORGE MASON COLLEGE

12 - 13 September 1968: Registration
16 September 1968: Classes Begin
15 January 1969: Classes End



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CURRENT TRENDS IN MANAGEMENT TRAINING

The systems analysis approach, which has gained considerable prominence as a form of problem solving in the technological world, is currently being applied with some success to organizational development (OD). Executive development and management training programs are being redesigned to fit into the new OD framework. The serious problems encountered in past approaches to improvement in managerial competence have left profit-squeezed business men predisposed to think in terms of total organization effectiveness rather than partial programs. The Agency now has two management courses which fit into this systems approach: The Managerial Grid and the Advanced Management (Planning).

Why the new emphasis? The older model for executive development which has been widely used since the pre-WW II period was built upon an assumption that has proved to be not completely valid: recruit professional personnel with outstanding ability and education, provide them with the appropriate training and experience, and they will in time develop a highly effective organization. The steps of the developmental ladder of this process include the following:

1. Use psychological testing and assessment techniques to select young trainees with executive potential. (The OSS Assessment group - predecessor of the present Assessment and Evaluation Staff - served as a model which was adopted by many industries for the selection process.)
2. Indoctrinate the junior executives in the objectives, policies and philosophy of the organization in an in-house training program; identification with the company image is a major consideration. (The Career Trainee Program fulfills this function in the Agency.)
3. Rotate the career executives into assignments in which they can gain the experience and perspective required of top managers.

4. Send mid-careerists and senior personnel to executive educational programs such as those at Harvard Business School and the Alfred P. Sloan School of Management, MIT.

Recognition has also been given to the need to develop a strong supervisory-middle-management framework in the organization which will implement the decisions of those who succeed in becoming top executives. In-house training courses are often used for this purpose as are various outside workshops and seminars given by consultant firms or universities. (The Management Training Faculty/OTR offers its Supervision and Management Courses several times a year to support this objective.)

A number of shortcomings have become apparent in the above model:

1. The principles of "science-based management" taught in education and training programs are often accepted, sometimes enthusiastically, by trainees; however, back on the job, the returning supervisor finds an atmosphere that is unsympathetic to the application of new approaches. Evaluation surveys designed to test the effectiveness of management/supervisory training programs have sometimes found those who were trained became disillusioned with the negative attitude toward new ideas found among peers and superiors who have not had similar training.

2. Serious problems in the area of planning, communication, and inter-group rivalry still existed in organizations even after extensive management training of individuals.

3. Frequent loss of good professionals and failure to attract the most suitable new university graduates are also regarded as indicators that the executive development approach is not producing the desired degree of organizational effectiveness.

In short, selection and development of top talent whether as junior or senior executives does not seem to be sufficient to assure that a first-rate organization will evolve.

Since WW II a number of behavioral scientists have been doing research on managerial effectiveness in industry and government. Vast amounts of systematic data have been gathered and similar conclusions have been drawn by highly knowledgeable figures. Rensis Likert, Institute for Social Research, University of Michigan; Chris Argyris, Yale University the late Douglas McGregor and Edwin Schein, Sloan School of Management, MIT; and Robert Blake, of Scientific Methods, Inc.

have each concluded that management and executive training programs can be most effective only if conducted within the context of an organizational development program.

What are some of the implications of this new OD model for training managers and supervisors?

First, the principles of science-based management, which are currently the subject matter of training, would remain essentially the same but the method of using them would be changed. Instead of pumping the input into individuals in academic-type seminars it would be injected into entire organizational systems. The assumption is that an organization can be viewed as a dynamically operating system within which exists an equally dynamic human organization. The latter is characterized by all the elements of a social system within which exists an equally dynamic human organization. The latter is characterized by all the elements of a social system with its unique culture, values, attitudes, expectations, and norms. Most important are values and views on how to solve problems and manage people. To the degree that conflicting values exist within and between the sub-systems of the organization, people will be working at cross purposes. Ineffectiveness and inefficiency will be evident. Conversely, it is assumed that in an effective organization the individuals within the system and sub-systems will have shared attitudes on the following:

- "Superordinate" or organization-wide goals
- Goals of the sub-systems which are interrelated with the "superordinate" goals.
- Planning and problem-solving models which include feedback and evaluation mechanisms.
- Managerial philosophies and values which promote maximum commitment of individuals to organizational goals, which help individuals utilize their abilities, experience, interests and talents.

Second, research results have led behavioral scientists to focus their attention on the manager's ability to handle groups or teams as well as individuals. Systems analysis indicated that human organizations in work settings are complexes of sub-systems of inter-locking groups and that problems such as planning, communication, and motivation to work are closely related to the individual's group membership. Thus, competence to handle small groups (work teams) is seen as a principal requirement of today's executives, managers and supervisors. With ever increasing complexity in the technological world, this is expected to become of even greater importance.

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Today's management courses and seminars reflect the new OD perspectives. Two major approaches are found:

1. Management by Objectives - The "scientific management" school dates back 100 years. It has traditionally dealt with efficiency methods and techniques, such as procedures, coordination processes, communication systems, decision making, man-machine relationships, etc. New courses and books on the subject of "Management for Results," and "Manage by Objectives" are presently being read widely. The emphasis is on defining the organizational and sub-system goals, identifying barriers to attaining the goals, and developing alternative solutions. (This is part of the Planning, Programming, and Budgeting Systems approach. The Agency's Advanced Management (Planning) Seminar was designed to provide simulated experience in using such a problem-solving model.) Training of this type is generally done by grouping course members into five- or seven-man training teams since the basic element in the systems approach is the work team.

2. Team Skills Development - Here attention is directed toward developing the human organization by improving group effectiveness. Focus is on the individual manager's behavior in the work group. Most management theorists accept the proposition that the manager, to improve his effectiveness, must gain understanding of his own and other peoples' behavior and of small-group behavior. Many training courses include blocks of team problems involving analysis of perceptual distortion processes, motivation to work, and interpersonal communications. The goal is to help the individual become generally more objective in judging human behavior and specifically more conscious of his own managerial style. Alternative managerial styles are presented as models so his own can be contrasted with an ideal type which presumably could, under the proper conditions, bring about improved working effectiveness between the superior and his subordinates.

A more intensive learning experience is offered managers in sensitivity or T (Training)-Groups. (This is not being used in the Agency.) In the T-Groups, individuals spend up to two weeks together in an unstructured situation with "gaining insight into individual and group behavior" as the only stated objective. How they do it through interaction in their daily sessions is left up to their own initiative - with a trainer standing by in case they want to involve him.

Robert Blake's Managerial Grid (Phase I) which has been used extensively in this Agency devotes one day of a week-long seminar to a sensitivity feedback; however, it is restricted to analysis of each

individual's managerial style by his team members. Blake's major emphasis is upon developing the manager's team skills and his awareness of how an individual's behavior in teams affects others and the team's progress.

Training courses which utilize the two current approaches, management by objectives and team skills improvement, are merely the first phase of organization development. Ideally, this phase started with the full participation and support of top management. It should be "their" program; their involvement not only assures that they understand the importance of their role but assures all levels of the hierarchy below that "we" are improving "our" organization, top-to-bottom, as a system and as a culture. This program can be contrasted with the older approach in which top management hired consultants to change "those people down in the middle-management and first-line supervision levels."

The second phase of OD involves actual on-the-job, work-team training. The top team of a company sits down together under the monitorship of a trainer and addresses two questions:

1. How can we improve our ability to work as an effective team? This includes an analysis of the barriers to effectiveness. Personality problems of the members are not excluded.

2. What are the goals we would like to achieve in our working relationships and in the work activities over the next six months? These activities can get into sensitivity-type training; however, the participants have already become predisposed to this in phase one and the presence of a qualified monitor assures a degree of objectivity.

After the top team completes this segment with the number one boss, each member returns to the work group he bosses and puts them through the same procedure. This is repeated down the hierarchy to the first line supervisors.

A third phase is used when there are inter-group antagonisms or conflicts. Representatives of the conflicting groups meet and address themselves to the problems of barriers to effectiveness and what type of a working relationship would be most meaningful to achieve "super-ordinate" goals.

After the top management team has finished its own second phase, it jumps to the primary effort in the OD process. The members address themselves to the problem of the objectives and purposes of the organization.

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If it is an industry, they ask themselves such questions as, "If we had had the assets we have today and had to do it all over, what business should we be in?" The end product of this prolonged search session is a new organizational blueprint which clearly states objectives, goals, assumptions, etc., and outlines the type of organizational structure and processes that represent a dynamically operating system.

Meanwhile, the managerial training program of the earlier phases has permeated the entire organization; work team skills, communications and planning theories have been well-established. The organization is now ready for it. Critiquing committees have sometimes been set up to continue the new culture once it has been created. And management/supervision training and executive development all take place within the framework of the OD so that one part of the system is re-enforcing another.

As visionary and idealistic as this OD approach may sound it has already gained momentum in industry and Government. Dr. Blake's Managerial Grid has been part of this wave and he is now finding a vast market for his system in the U.S. and has recently branched out to foreign countries. His is only one method and it is possible for an organization to start its own unique program adapted to its own needs and problems. Whatever the specific method used, OD is apt to be with us for many years and more and more management and supervisory training will be integrated into the systems approach. This forecast is made increasingly more probable by the expanding population, the high augmentation in technological invention, and by the inevitable social and economic changes that will accompany them.

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LEARNING AND THE COMPUTER

by Jane Morgan

Learning is one of the major occupations of our lives. For many of us it is a joy; for many others it is a dreary chore. All of us would like to learn more than we do in less time than it now takes. We would like to see the process of learning become more efficient, quicker, and easier, so that we could emerge with far more knowledge to enjoy our other pleasures, or at least with more time available for them.

To learn we need teachers. Books that we read and people to whom we listen and whom we can question are the teachers most familiar to us. People, though, may not have time to satisfy all the students who seek their help; and a book does not respond to questions, but simply says the same thing every time a student reads it.

QUICK AND ACCURATE RESPONSE

Recently the possibility of using the computer as a teaching aid has been recognized. The computer cannot think for itself; but it can be used to store thoughts and ideas, and it can reveal those ideas in response to appropriate requests by students. It can react quickly, accurately, and repeatedly.

What would it be like to be taught by a computer? Let us take as an example a student who is having trouble with a physics homework problem. He brings the problem to a computer terminal that resembles an elaborate typewriter with special controls and signal lights. The student types "Physics 101, problem 177." After a moment the computer prints out "This is problem 177. What did you obtain for the frequency of the sound wave? "

DIALOGUE WITH A COMPUTER

The student, having had difficulty with the problem from the beginning, types "No answer." The following dialogue then takes place:

Mrs. Morgan holds a Ph. D. in physics from the University of Illinois and taught undergraduate physics for five years at Vassar College in Poughkeepsie, New York. During the summer of 1967 she worked with the Instructional Resources Center at the State University of New York at Stony Brook, assisting in the direction of computer programming for physics teaching at the college level. This article originally appeared in the Vassar Alumnae Magazine, Volume LII, Number 4, April 1967.

"That's too bad. Let's go back to the beginning of the problem. What did you find for the wavelength of the sound wave?"

"1.3 meters."

"No. That is half the wavelength. The distance between the points of minimum disturbance in a standing wave is only half the wavelength."

The student thinks he has located his difficulty now and types a code letter meaning "give me the first question again." The question is repeated and the student answers "127 cycles per second."

"That is nearly correct. You have used the velocity of sound at 0 degrees centigrade. You should have used the velocity at 20 degrees centigrade. Try again."

The dialogue continues in this manner, the student perhaps needing help to find the required velocity of sound. Then he can obtain the correct answer to the first question.

This dialogue is a typical example of how a computer might assist with a homework problem. The computer could also be used to "lecture," leading the student by means of questions to reason his own way to an understanding of a new subject; or to drill, by dictating and correcting foreign-language exercises, for example. Young children could be drilled in such subjects as spelling or arithmetic.

"... THE WHY AND WHEREFORE"

At many large universities no one really has enough time to discuss assigned exercises with students, though a graduate assistant may count correct answers and enter a number into a record book. Learning by solving problems can be enhanced if there is a way for the student to know exactly where he made an error, and especially if he can learn why it was an error--that is, why an idea that he has is incorrect.

A physics problem has a limited number of routes to its solution. The computer can be programmed to recognize most of those routes through recognition of key words or equations. It can then lead the student along a correct route by means of a series of question, answer, and comment sequences in which wrong answers are identified and explained.

The student should obtain not only a knowledge of the technique applicable to the problem, but also a better understanding of the physics involved in solving it. One can easily imagine that a student who knows he has arrived at the correct answer largely through goodluck might deliberately offer an incorrect answer so that the explicit comments of the computer could reinforce his own incomplete ideas.

The technical difficulties concerning the recognition and analysis of student responses are yielding steadily to the efforts of skilled programmers. There are, however, pedagogical questions that can be answered only after several cycles of trial and error; or they may simply remain subject to individual opinion.

HOW MUCH COMMENT?

One of these questions is: How much comment and detail should be offered or imposed? That is, how deep should an explanation go? Some students want to know only the technique of finding the correct answer. They could perhaps be stimulated to seek further understanding if a limited amount of simple explanation were offered at certain points. More highly motivated students might be inspired by elaboration of profound ideas that would confuse or repel the former type of student. Which students should we have in mind when we program the computer? It might be possible to make the computer discriminate successfully between students with different needs through analysis of their responses.

Another interesting question is: How should comments be made? In the example given earlier, comments were printed out at the computer terminal while the student watched and waited. How does a student react as the typewriter produces a long text, letter by letter? There is a tendency to let one's mind wander until the text is complete; and then to concentrate again and read. For this reason programmers try to limit the amount of typewritten text.

Other means of presentation are possible. The student might simply be referred to appropriate pages in his text. A slide might be projected, with text to be read, or a tape recording might be played. The disadvantage of these possibilities is that the comments are not recorded on the paper the student carries home with him.

Questions like these are exciting to ask and to try to answer. Somewhere among the great choice of possibilities there may be a key to helping a student assimilate the enormous amount of knowledge available in any one field.

COMPUTER CHARACTERISTICS

As the learning process becomes better understood, it will become clear which characteristics of the computer are needed. The computer can be infinitely patient. It can be consistent, explaining the same concept over and over, trying different words or examples, without making a slip. It can judge objectively, by analyzing errors, which ideas need to be clarified; and it remains uninfluenced by the fact that this may be the one hundred and twenty-fourth time a certain statement has been made. It can read only what it expects to read and can answer only questions it expects to be asked.

The computer seems to be especially suited to that part of the teaching job which is repetitive and which should be adjusted to the needs of the individual student. This includes drill and prolonged discussion to illustrate fundamental concepts. For the able student, the drill can be concise and the discussion can proceed quickly. The slower student can be given exercises that gradually increase in difficulty to help him develop skill in the field he is studying. Concepts can be clarified by a carefully arranged series of illustrations, which the student can study at his own pace.

We cannot expect the computer to be more than the professor's assistant, however. A creative mind is needed in the classroom and must always be available on request. The opinions and changing ideas of individual professors are part of every student's education. In some fields of study the classroom objective is the discovery of new ideas rather than the analysis of old ones. The unexpected questions of a well-prepared student lead to new growth of everyone's ideas.

The programmed computer would have little to contribute to situations like these. It will have its greatest value in disciplines like mathematics and physical science, in which there is a large body of knowledge to be absorbed before a student can contribute significant new ideas; and in disciplines like foreign languages and music, in which drill can help develop facility in a new medium of expression. The computer should help us become proficient in subject matter that is already well established, and it should leave both the teacher and the student with more time for the creative part of education.

RESEARCH IN CAI

The potential of computer-assisted instruction (CAI) has been under study at IBM for some time. Early investigations involved the use of a computer and a typewriter to teach binary arithmetic. At first only one typewriter terminal was used, and instructions to the student were given orally, by an instructor, rather than by the computer.

IBM's present concept of computer-assisted instruction has evolved from a system developed in 1961, when experiments were performed with a modified 650 Data Processing System and specially designed electrical equipment that connected student stations to the computer. IBM researchers experimented with a number of instructional techniques. For example, they developed an experimental statistics course using student-constructed answers rather than multiple-choice, and they prepared courses in German and stenotyping. In addition, techniques were explored that allowed the computer to process partially correct answers, thereby helping students work toward complete answers to problems.

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Based on this early research, IBM computer systems for educational use have taken on the following basic elements:

- magnetic disk files, in which are stored course materials and students records;
- a central processing unit, which acts as an interface between student terminals and the course materials stored in the disk files;
- a multiplexing unit, which directs messages between the terminals and the computer;
- IBM 1050 data communication terminals.

Further advances in programming techniques, systems organization, and experimental methods for interacting with students have led to the development of a new system designed specifically for computer-assisted instruction. Called the IBM 1500 Instructional System, it links a computer to as many as 32 audiovisual student stations. The system includes such advanced techniques as time sharing and the use of electronic "light pens," with which students can respond by pointing to information displayed on television-like viewing screens. Student stations can project color or black-and-white slides, and they can play prerecorded sound messages.

A student can compose his responses by typing on a keyboard, as well as by using the light pen. The system can process the responses and select appropriate material for subsequent presentation. If necessary, for example, a problem can be restated in a simplified manner, or the student can be provided with review and practice material. Each course unfolds at a pace and in a manner determined by the student's ability, regardless of the progress made by other students using the system.

A printer under the computer's control can print out data on each student's performance. Using this data, the teacher can analyze the progress of students for the purpose of improving course materials and offering individual guidance. The recording of performance data also facilitates research on instructional techniques, and indeed on the learning process itself.

* * * *

DDS&T/Office of Computer Services has already made a moderate beginning by adapting equipment on hand to employ training programs in a CAI effort. Demonstration programs have been developed employing the typewriter print-out technique, a combination typewriter and cathode ray tube. As time goes on, appropriate personnel will be trained in the development of additional programs for use with computer equipment toward the day when we, too, can make use of this new technology in improving our capacities to perform.

NON-AGENCY TRAINING

This section of the OTR Bulletin contains information on non-CIA courses or programs related to career development of CIA employees. Attendance may be sponsored by the Agency or it may be self-sponsored. The Training Officer must be consulted on Agency-sponsored training.

For additional information on the courses outlined in this section of the OTR Bulletin or on other external courses, call AIB/RS/TR, For information on registration, call ETB/RS/TR,

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INTERAGENCY TRAINING PROGRAMS

25X1 Civil Service Commission courses and United States Department of Agriculture Graduate School Special Programs are listed below with their starting and ending dates, location, cost, and whenever possible, required GS Grade level. For course descriptions see your Training Officer or call

Civil Service Commission

Automatic Data Processing

SYSTEMS ANALYSIS FOR COMPUTER PROGRAMMERS

23 - 27 Sept 1900 E. Street, N. W. \$160

For computer programmers and newly-assigned analysts with programming experience.

MATHEMATICS FOR MANAGERS

25 Sept - 3 Dec 1900 E. Street, N. W. \$250 GS-14 & above

OPERATIONS RESEARCH ORIENTATION

25 - 27 Sept 1900 E. Street, N. W. \$ 50 GS-9 & above

ADP SYSTEMS ANALYSIS SEMINAR

25 Sept - 13 Nov 1900 E. Street, N. W. \$175 GS-9 & above

EXECUTIVE SEMINAR IN MANAGEMENT INFORMATION THEORY

26 - 27 Sept 1900 E. Street, N. W. \$ 90 GS-14 & above

MANAGEMENT INTRODUCTION TO ADP

7 - 8 Oct
21 - 22 Nov 1900 E. Street, N. W. \$ 50 GS-11 & above

PRINCIPLES & PRACTICES OF AUDITING IN THE ADP SYSTEMS ENVIRONMENT

4 - 22 Nov
2 - 20 Dec 1900 E. Street, N. W. \$160 GS-9 & above

SEMINAR ON ADP IN PERSONNEL MANAGEMENT

9 - 11 Oct 1900 E. Street, N. W. \$140 GS-12 - 15

APPLICATIONS OF OPERATIONS RESEARCH FOR EXECUTIVES

9, 16, 23, 30 Oct 1900 E. Street, N. W. \$175 GS-14 & above

Civil Service Commission (continued)

TECHNIQUES AND METHODS OF OPERATIONS RESEARCH

10, 11, 17, 18 Oct 1900 E. Street, N. W. \$150 GS-9 & above

SYSTEMS WORKSHOP FOR COMPUTER SPECIALISTS 1, BASIC

14 - 18 Oct 1900 E. Street, N. W. \$150 GS-9 & above

EXECUTIVE WORKSHOP IN ADP PROGRAMMING

21 - 25 Oct 1900 E. Street, N. W. \$150 GS-15 & above

EXECUTIVE SEMINAR IN MANAGEMENT REPORTING SYSTEMS

28 - 29 Oct 1900 E. Street, N. W. \$ 90 GS-15 & above

ADVANCED SYSTEMS TECHNOLOGY FOR ADP SYSTEMS ANALYSTS

4 - 8 Nov 1900 E. Street, N. W. \$160

For digital computer systems analysts.

SEMINAR ON ADP IN FINANCIAL MANAGEMENT

6 - 8 Nov 1900 E. Street, N. W. \$120 GS-12 - 15

EXECUTIVE SEMINAR IN STATISTICAL SCIENCE FOR MANAGEMENT

14 - 15 Nov 1900 E. Street, N. W. \$ 75 GS-15 & above

EXECUTIVE WORKSHOP IN ADP SYSTEMS ANALYSIS

18 - 20 Nov 1900 E. Street, N. W. \$135 GS-15 & above

SEMINAR IN ADP MANAGEMENT AND ADMINISTRATION

19 - 21 Nov 1900 E. Street, N. W. \$135

See course description for eligibility.

FIELD WORK PROGRAM IN ADP SYSTEMS ANALYSIS

27 Nov - 29 Jan 69 1900 E. Street, N. W. \$125

Consult course description for prerequisites.

Financial Management and PPBS

FINANCIAL MANAGEMENT FOR OPERATING EXECUTIVES

23 - 26 Sept 1900 E. Street, N. W. \$135 GS-14 & above

PPB SEMINAR (2 week residential)

9 - 20 Sept University of Maryland

4 - 15 Nov University of Maryland \$300

Consult Training Officer for eligibility requirements.

COST/BENEFIT WORKSHOP

9 - 13 Sept

21 - 25 Oct 1900 E. Street, N. W. \$165 GS-11 & above

Civil Service Commission (continued)

PPB EXECUTIVE ORIENTATION

24 - 26 Sept 1900 E. Street, N. W. \$ 75 GS-14 & above

PPB GENERAL ORIENTATION

1 - 2 Oct 1900 E. Street, N. W. \$ 50 GS-13 & below

FINANCE IN AGENCY MANAGEMENT

7 - 11 Oct 1900 E. Street, N. W. \$100 GS-9 - 12

MODELS IN MANAGEMENT DECISION-MAKING

14 - 18 Oct 1900 E. Street, N. W. \$250 GS-14 or 15

MANAGERIAL ECONOMICS

28 Oct - 1 Nov 1900 E. Street, N. W. \$165 GS-14 & above

FUNDAMENTALS OF FEDERAL AUDITING

28 Oct - 1 Nov 1900 E. Street, N. W. \$unknown GS-5 - 9

INTRODUCTION TO SCIENTIFIC COST ANALYSIS

18 - 22 Nov 1900 E. Street, N. W. \$145

Open to Federal staff analysts and managers who require a working knowledge of cost analysis.

QUARTERLY CONFERENCE FOR PPB SYSTEMS ANALYSTS

18 - 19 Nov 1900 E. Street, N. W. \$160

For working operating analysts.

Personnel Management

IDEAS AND AUTHORS: SOCIAL SCIENCES

15 Oct, 12 Nov

10 Dec, 14 Jan 69 1900 E. Street, N. W. \$ 95

Course held on Tuesday evenings from 7 - 10 p.m.

U.S. Department of Agriculture Graduate School

Special Programs

All classes are held at the U.S. Department of Agriculture on Saturday mornings at 8:00 a.m. to 12:00 noon except where indicated.

BASIC CONCEPTS OF DATA PROCESSING

28 Sept - 7 Dec \$75 High School Graduate

U.S. Department of Agriculture (continued)

ADVANCED CONCEPTS OF DATA PROCESSING

28 Sept - 7 Dec \$ 75

A basic concepts course or equivalent.

ADP SYSTEMS ANALYSIS AND DESIGN

28 Sept - 7 Dec \$100

DEVELOPING ADP SPECIALISTS

28 Sept - 2 Nov \$ 75 GS-12 & above

SOURCE DATA AUTOMATION

28 Sept - 2 Nov \$ 75

Prerequisites: Understanding of basic ADP systems and programming concepts.

INFORMATION STORAGE, RETRIEVAL & DISSEMINATION

28 Sept - 7 Dec \$100

Participants should have completed at least one year of ADP analysis experience.

ADP BUDGET AND FINANCE APPLICATIONS

28 Sept - 7 Dec \$100

Course is for those who have had training or experience in budget and finance operations.

TELEPROCESSING AND DATA COMMUNICATION SYSTEMS

28 Sept - 7 Dec \$100

Participants should have had at least one advanced data processing course or equivalent.

ADP DOCUMENTATION AND WRITING

28 Sept - 2 Nov \$ 75

For senior programmers and programmer supervisors.

ADP FOR EXECUTIVES

7 - 9 Oct \$150 GS-13 & above

Monday through Wednesday, 8:30 a.m. to 4:30 p.m.

HUMAN FACTORS IN DATA PROCESSING

28 Sept - 7 Dec \$100

Participants should have responsibility for subordinates.

STATISTICAL METHODS FOR FEDERAL EXECUTIVES

7 Oct - 1 Nov. \$100 GS-13 & above

Classes meet Mondays, Wednesdays, and Fridays 9:30 a.m. to 11:30 a.m.

U.S. Department of Agriculture (continued)

STATISTICAL METHODS FOR RESEARCH WORKERS

28 Sept - 7 Dec \$100

Prerequisites: At least 9 semester hours of college mathematics and/or statistics.

COMPUTER SOLUTION OF STATISTICAL ANALYSIS PROBLEMS

28 Sept - 18 Jan 69 \$120

Prerequisites: One course in college algebra, one course in basic statistics, and some concept of the use of electronic computers.

INTRODUCTION TO OPERATIONS RESEARCH

28 Sept - 25 Jan 69 \$120

Prerequisite: Two years college mathematics and/or statistics.

ADP TRANSPORTATION APPLICATIONS

28 Sept - 7 Dec \$120 Senior Analysts

ADP LIBRARY APPLICATIONS

28 Sept - 7 Dec \$100 Librarians

FEDERAL CONTRACT NEGOTIATION INSTITUTE

23 - 27 Sept

18 - 22 Nov \$130 GS-9 & above

Classes meet Monday through Friday, 9:00 a.m. - 5:00 p.m.

SCIENCE INFORMATION AND COMMUNICATIONS

2 - 6 Dec \$135 GS-13 & above

CIVIL SERVICE COMMISSION

TRAINING STATISTICS FY 67

Under the provisions of the Government Employees Training Act of 1958 and specifically as assigned under Executive Order 11348, the Civil Service Commission is charged with collecting and reporting data on U. S. Government Agencies training activities. Beginning with Fiscal Year 1967 the report was substantially expanded and resulted in the study "Employee Training in the Federal Service, FY 1967." The report focuses on "formal classroom training of eight hours or more and in some categories training of shorter duration." "Informal or on-the-job training, although the most widely used and often the most effective training method for improving job performance, is not included. . . because of the difficulty in separating such training from the normal supervisor-employee relationships." The following excerpts and statistics were culled from this interesting work. Of the 1,008,780 participants from 56 Agencies, 80% received Agency training, 5% received interagency training and 15% received non-government training. Men constituted 79% of the participants and women 21%. Technical or "how to" training, designed to improve employee skills was received by 45% of the participants, supervisory or management training by 18%, professional or scientific training by 11% and a variety of training, the remaining 26%. Some 5,029 Agency personnel were engaged full time in training activities; 1,730 Employee Development Officers (Training Officers in the CIA usage), 2,005 Instructors and 1,294 clerical and support personnel. The annual salaries of these full-time training personnel were over 45 million dollars."

The study invited users to examine their own programs to determine (inter alia):

How does the proportion of the Agency employees receiving training compare with other Agencies; does the Agency make a frequent review of its training activities, needs and results; do all employees of the organization have an equal opportunity to participate in appropriate training programs (and) are some types of training being overemphasized at the expense of others?

Of the 56 Departments and Agencies represented (NSA and CIA were excluded), the Army lead the rest numerically with 204,599

and the Post Office led the civilian agencies with 75,323. Interestingly, NASA with a total of 32,629 had 24,907 involved in non-government training, second only to Navy with 27,765.

Management training comprised 18% of those receiving training; of this 77% was provided within the Agencies, 9% was provided inter-Agency and 14% by non-government facilities. To quote "the use of non-government resources was due in part to the growing need for highly specialized training in supervisory and management skills and to the continuing interest by Agencies in the findings of management and organization research conducted by Universities and Colleges. Again Agencies find it profitable to expose their supervisors and managers to the personalities and philosophies found in non-government facilities in order to prevent inbreeding and staleness and to aid in maintaining a Federal service that is dynamic and up to date." Of the non-government training 17% was supervisory or management as opposed to 35% of inter-Agency training. The largest category of non-government training, 32% was professional or scientific.

Women received 21% of all training but constituted 27% of the working force. This was explained by the larger proportion of women in the secretary, stenographer and typist category who are hired already relatively well trained. They constituted 22% of those who received Agency training, 24% of inter-government training and only 16% of those in non-government courses. Most Agencies reported an increase over past years in women participating in training.

Twelve Agencies sponsored a total of 102 off-campus centers in cooperation with 63 Universities and Colleges with approximately 18,731 employees participating. The Navy was the leader here with 26 off-campus centers cooperating with 34 schools and 6,000 students (almost 1/3 of the government total).

Long term non-government training is defined as training of more than 120 days duration. Usually it consists of full time academic study in residence at a College or University. In FY 1967 a total of 1,042 employees from 26 Agencies participated in this type of training, an increase of 30% over FY 1966. Some 4% were trained overseas. The average training days was 198; the GS average level was GS-12. Only 6% were women. Engineering provided 34% of the total with Physical Scientists having 24%; 14% was supervisory or managerial. The Department of the Army with 234 led all the Agencies in this type of training. Some 2 million dollars was spent. Of this 67% was for tuition, books, etc. and 33% was for per diem and transportation.

It is also interesting to note that only nine Agencies spent more for external training than CIA, 49 spent less, our nearest competitor (at \$742,000) was the Veterans Administration. Short term non-government accounts for \$27.7 million. A significant amount of this is "after hours training at Colleges or Universities" and tuition is 66% of the total. This contrasts with \$2.75 million for long term non-government training, of which 50% is for tuition.

The reporting Agencies were able to cite "numerous examples of tangible dollar savings and productivity increases as well as the less tangible but crucial gains in such factors as employee motivation and morale."

The study commented that . . . "it was not feasible to collect data on expenditures for Agency training in FY 1967 since there is no uniform method of recording or reporting this cost data." It should also be stressed that student numbers alone are not necessarily meaningful since the actual man days involved could vary significantly. CIA comparisons are even more complicated because of the decentralized system of providing training. Known and comparable items such as the size of the training establishment, funds expended for external training, etc. clearly establish CIA as a leader in training. This is as true of quality as of quantity. While this can in part be related to the often unique skills in which the Agency must provide training, it is at least equally related to the favorable policy and attitudinal environment which training enjoys in this Agency.

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